

Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at http://about.jstor.org/participate-jstor/individuals/early-journal-content.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

DISCUSSION

THE COMMISSION FORM OF GOVERNMENT AND THE PUBLIC-SCHOOL SYSTEM

I have watched, with small returns, the educational journals for notes and articles giving evidence of attention on the part of school men to the bearings of the movement toward the commission form of municipal government upon school organization. There seems to be too little concern about the possibilities of this development. Even university courses in organization and administration have in many cases not yet taken up the subject.

From the organizations urging the new form of government there is also little material to be secured. Sacramento, Cal., has in charge of education one of the five commissioners, whose acts are reviewed by the board. In the second-class cities of Kansas one of the three commissioners has the unusual task of taking charge of education and finance. In most of the cities adopting the commission form the schools have been unchanged, because of their organization as a district distinct from other units. In some cases, as the bosses have come to understand the movement, they have not been slow to avail themselves of the chance to take advantage of the change for their own purposes. There is need of watchfulness and of participation on the part of all who have concern in the schools. Probably there has been much of both, but it is time for the evidence to be forthcoming.

FRANK A. MANNY

TEACHERS' TRAINING SCHOOL
BALTIMORE, MD.

DEBATING IN THE HIGH SCHOOL

In an article published in the October *School Review*, Miss Bertha Lee Gardner subjects inter-high-school debating to a microscopic analysis, and finds it literally cankered with corrupt practices and corroding influences. She finds that this insidious institution, by its second-hand, superficial, quibbling, and insincere method of handling questions far too ambitious for high-school pupils, has sapped the moral fiber of our students and bred an insincerity of conviction. She deplores the idea of "contest," and thinks the ethics of the inter-high-school debate below those of the mediaeval tournament, the prize fight, and even below the parlous depths of inter-high-school athletic contests. She does not approve of springing surprises on one's opponents, and regards the advance preparation of rebuttal as regrettable if not actually reprehensible. That the efforts of the coach are reflected in the work of the debaters indicates a condition which Miss Gardner thinks in need of immediate reform.

Is not this arraignment a trifle too severe?